



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11039 W Olive Ave, Peoria, AZ 85345

Paramount Education Studies Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Small School
2001-02 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Douglas Williams
Schedule : 7:00 AM to 6:00 PM
Grades : K-8
2004 Enrollment : 388
Web Address : www.paramountacademy.com
Phone Number : (623) 977-0614
Fax Number : (623) 977-0615
E-mail : dwilliams@paramountacademy.com

Mission

All children are capable of learning, given proper motivation and instructional techniques. Our curriculum emphasizes a work ethic, critical thinking, hands-on learning, personal projects, formal research, writing, decision making, and life skills.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will perform at or above national averages for their grade/age level.
- ü Students will demonstrate higher-level research skills.
- ü Students will gain a better understanding of their importance to the community thru public outreach programs

Enrollment

October 1, 2003 School Year Student Enrollment : 400
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 415

Instructional Programs

- Ü Full-day Kindergarten
- Ü Saxon Math
- Ü Saxon Phonics
- Ü Technology Program
- Ü Performing Arts
- Ü Junior Master Gardner

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Provide a safe, positive environment where confidence, personal achievement and community service are taught through performing arts and hands-on science. Students, teachers, staff and administration work as a team to prepare the leaders of tomorrow.

Parents

Parents will attend conferences when scheduled. The parent will support and enforce that his or her child is properly dressed in uniform attire. They will ensure that his/her child regularly attends school. Parents will support rules and policies.

Transportation Policy

Parents/Guardians will transport student to and from school daily. Students may ride their bikes or walk, based on parent approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü City of Peoria Young Art Festival - 7 Ribbons Won	2001
Ü City of Peoria Young Art Festival -13 Ribbons Won	2002
Ü City of Peoria Young Art Festival - 3 Ribbons Won	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	75509	100	100	100	519	519	521	10	10	13	35	35	23	25	25	33	31	31	31
All Students (Prior Year)	56	56	75372	100	100	100	501	501	523	15	15	9	33	33	25	35	35	36	18	18	30
Female	26	26	37013	100	100	100	521	521	522	8	8	12	35	35	24	23	23	33	35	35	31
Male	26	26	38430	100	100	99	517	517	521	12	12	14	35	35	22	27	27	33	27	27	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	10	10	30486	100	100	99	488	488	505	20	20	18	50	50	29	20	20	32	10	10	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	33	33	35192	100	100	99	535	535	534	9	9	8	21	21	19	24	24	35	45	45	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	48	48	65801	100	100	98	521	521	525	10	10	11	33	33	23	23	23	34	33	33	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	--	36411	--	--		--	--	503	--	--	19	--	--	29	--	--	32	--	--	20
Non-Economically Disadvantaged	52	52	39040				519	519	534	10	10	8	35	35	19	25	25	34	31	31	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	75492	100	100	100	519	519	519	10	10	12	27	27	16	38	38	47	25	25	24
All Students (Prior Year)	56	56	75221	100	100	100	509	509	523	15	15	8	20	20	16	60	60	56	5	5	21
Female	26	26	37014	100	100	100	531	531	523	4	4	10	23	23	15	42	42	48	31	31	27
Male	26	26	38400	100	100	99	507	507	516	15	15	14	31	31	17	35	35	47	19	19	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	10	10	30438	100	100	99	499	499	508	20	20	17	40	40	21	30	30	47	10	10	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	32	32	35177	97	97	99	529	529	528	6	6	8	19	19	13	41	41	49	34	34	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	48	48	65785	100	100	98	522	522	522	8	8	10	25	25	16	40	40	49	27	27	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	--	36302	--	--		--	--	507	--	--	18	--	--	21	--	--	46	--	--	14
Non-Economically Disadvantaged	52	52	39164				519	519	528	10	10	8	27	27	13	38	38	48	25	25	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	75053	100	100	99	591	591	597	2	2	7	15	15	12	83	83	72	0	0	9
All Students (Prior Year)	55	55	73654	100	100	99	520	520	530	13	13	9	9	9	13	72	72	70	6	6	7
Female	26	26	36872	100	100	99	613	613	621	0	0	5	12	12	9	88	88	74	0	0	12
Male	26	26	38109	100	100	99	569	569	573	4	4	10	19	19	14	77	77	69	0	0	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	10	10	30235	100	100	98	546	546	575	0	0	9	40	40	14	60	60	70	0	0	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	32	32	35028	97	97	99	602	602	613	3	3	6	9	9	10	88	88	73	0	0	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	48	48	65428	100	100	98	597	597	604	0	0	6	15	15	11	85	85	73	0	0	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	--	36077	--	--		--	--	566	--	--	10	--	--	16	--	--	69	--	--	5
Non-Economically Disadvantaged	52	52	38950				591	591	618	2	2	5	15	15	9	83	83	73	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	76019	98	98	100	503	503	499	2	2	14	43	43	39	21	21	14	33	33	33
All Students (Prior Year)	36	36	76230	100	100	100	512	512	498	0	0	12	40	40	38	17	17	12	43	43	37
Female	23	23	37207	100	100	100	502	502	499	4	4	12	39	39	41	30	30	14	26	26	33
Male	19	19	38677	95	95	100	504	504	498	0	0	15	47	47	38	11	11	13	42	42	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	28	28	35880	100	100	100	507	507	515	4	4	7	39	39	32	18	18	16	39	39	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	37	37	66233	97	97	99	506	506	503	0	0	11	43	43	39	22	22	14	35	35	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	--	35714				--	--	480	--	--	20	--	--	47	--	--	12	--	--	20
Non-Economically Disadvantaged	42	42	40266				503	503	513	2	2	9	43	43	33	21	21	15	33	33	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	76020	98	98	100	501	501	503	21	21	25	21	21	23	55	55	40	2	2	12
All Students (Prior Year)	36	36	76202	100	100	100	505	505	505	17	17	19	23	23	24	46	46	46	14	14	11
Female	23	23	37213	100	100	100	498	498	504	22	22	22	30	30	23	48	48	42	0	0	13
Male	19	19	38666	95	95	100	504	504	501	21	21	29	11	11	22	63	63	38	5	5	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	28	28	35890	100	100	100	499	499	511	25	25	15	21	21	20	50	50	48	4	4	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	37	37	66236	97	97	99	501	501	504	19	19	23	24	24	23	54	54	42	3	3	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	--	35703				--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Non-Economically Disadvantaged	42	42	40274				501	501	509	21	21	17	21	21	20	55	55	47	2	2	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	75673	98	98	100	568	568	530	2	2	12	24	24	25	69	69	58	5	5	4
All Students (Prior Year)	36	36	74692	100	100	99	508	508	502	3	3	18	31	31	27	66	66	47	0	0	8
Female	23	23	37099	100	100	100	588	588	548	0	0	8	17	17	22	78	78	64	4	4	6
Male	19	19	38441	95	95	99	543	543	513	5	5	16	32	32	29	58	58	52	5	5	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	28	28	35760	100	100	99	583	583	550	0	0	9	29	29	21	64	64	64	7	7	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	37	37	65967	97	97	99	574	574	536	3	3	10	19	19	25	73	73	60	5	5	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	--	35541				--	--	504	--	--	17	--	--	31	--	--	50	--	--	2
Non-Economically Disadvantaged	42	42	40091				568	568	550	2	2	9	24	24	21	69	69	64	5	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	75001	100	100	99	444	444	468	46	46	37	50	50	36	4	4	16	0	0	10
All Students (Prior Year)	23	23	71167	100	100	99	474	474	463	14	14	38	76	76	41	10	10	14	0	0	7
Female	14	14	36846	100	100	99	446	446	468	43	43	36	50	50	38	7	7	16	0	0	10
Male	10	10	37974	100	100	99	442	442	467	50	50	39	50	50	34	0	0	16	0	0	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	18	18	37785	95	95	99	450	450	482	39	39	25	61	61	39	0	0	21	0	0	15
Students with Disabilities	--	--	8802	--	--	100	--	--	418	--	--	79	--	--	16	--	--	3	--	--	1
Students without Disabilities	24	24	66199	100	100	99	444	444	472	46	46	34	50	50	38	4	4	17	0	0	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814				--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	24	24	45170				444	444	479	46	46	28	50	50	38	4	4	20	0	0	14

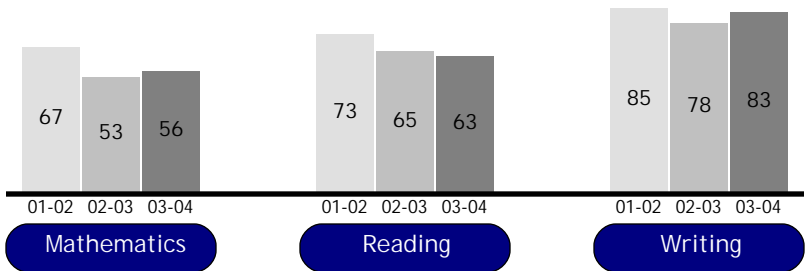
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	74918	100	100	99	503	503	497	29	29	32	21	21	19	33	33	35	17	17	15
All Students (Prior Year)	23	23	71100	100	100	99	512	512	502	14	14	25	19	19	21	48	48	40	19	19	15
Female	14	14	36805	100	100	99	522	522	501	21	21	28	7	7	19	50	50	37	21	21	16
Male	10	10	37936	100	100	99	478	478	493	40	40	35	40	40	18	10	10	33	10	10	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	18	18	37773	95	95	99	512	512	511	22	22	20	22	22	18	33	33	41	22	22	21
Students with Disabilities	--	--	8801	--	--	100	--	--	448	--	--	75	--	--	13	--	--	10	--	--	2
Students without Disabilities	24	24	66117	100	100	99	503	503	501	29	29	28	21	21	19	33	33	37	17	17	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785				--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	24	24	45115				503	503	508	29	29	23	21	21	18	33	33	39	17	17	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	74503	100	100	99	507	507	491	4	4	9	33	33	32	50	50	51	13	13	8
All Students (Prior Year)	22	22	69001	100	100	96	492	492	490	0	0	17	62	62	37	38	38	45	0	0	1
Female	14	14	36686	100	100	99	524	524	506	0	0	5	29	29	29	57	57	57	14	14	9
Male	10	10	37644	100	100	98	482	482	476	10	10	13	40	40	36	40	40	45	10	10	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	18	18	37606	95	95	99	514	514	508	6	6	6	28	28	28	56	56	56	11	11	10
Students with Disabilities	--	--	8662	--	--	100	--	--	409	--	--	37	--	--	42	--	--	20	--	--	1
Students without Disabilities	24	24	65841	100	100	98	507	507	499	4	4	7	33	33	32	50	50	53	13	13	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587				--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	24	24	44898				507	507	507	4	4	7	33	33	28	50	50	55	13	13	10

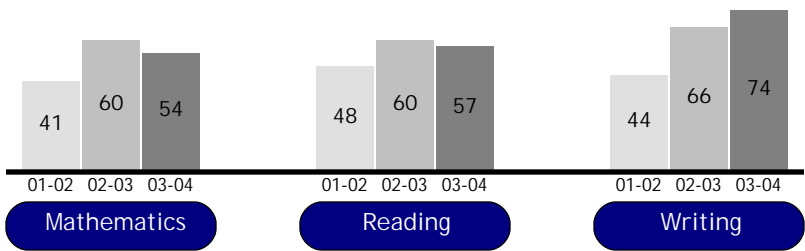
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

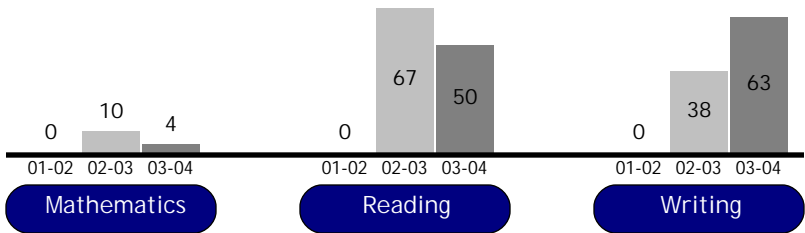
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	49	49	44	97	56	56	50	98	65	NA	58
	Language	100	51	51	39	100	45	45	43	98	52	52	50
	Mathematics	100	47	47	52	100	61	61	57	98	62	62	64
3	Reading	100	47	47	43	98	54	54	47	100	54	NA	55
	Language	100	62	62	50	100	57	57	54	100	59	59	61
	Mathematics	100	55	55	50	100	50	50	54	100	61	61	61
4	Reading	100	55	55	47	100	61	61	52	100	58	NA	56
	Language	100	53	53	45	100	53	53	48	100	55	55	52
	Mathematics	100	61	61	52	100	55	55	57	100	57	57	61
5	Reading	100	57	57	46	100	52	52	50	100	65	NA	55
	Language	100	51	51	43	100	47	47	46	100	59	59	49
	Mathematics	100	64	64	54	100	59	59	57	100	63	63	63
6	Reading	100	54	54	49	100	57	57	53	83	51	NA	56
	Language	100	38	38	42	100	41	41	45	83	39	39	48
	Mathematics	100	62	62	58	100	67	67	62	83	51	51	66
7	Reading	100	53	53	48	100	67	67	51	100	50	NA	54
	Language	100	54	54	51	100	60	60	54	100	62	62	58
	Mathematics	100	59	59	54	100	67	67	58	100	68	68	62
8	Reading	100	37	37	49	100	58	58	53	100	61	NA	55
	Language	100	30	30	46	100	56	56	49	100	54	54	52
	Mathematics	100	30	30	54	100	76	76	58	100	61	61	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 1 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü School Improvement
 Ü Fund Raising
 Ü Assist Teachers with Special Projects
 Ü Curriculum Committee
 Ü Technology Committee
 Ü Student Council

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	4	4	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 14
 Core academic classes taught by Highly Qualified (NCLB) teachers. 0
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü Performing Arts Studio
 Ü Computers in Classrooms

Extracurricular Activities

Ü Student Council
 Ü Yearbook
 Ü Select Choir
 Ü 4-H Club

Social Services

Ü Peoria Public Library
 Ü Community Performances
 Ü Luke Airforce Base
 Ü Bookmobile

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Through life skills, students have developed interpersonal relationships establishing an environment that is conducive to learning. This includes exhibiting personal responsibility and respect for others.
- ü Through the performing arts, the students have demonstrated creative writing skills, enhanced their ability to achieve in all academic areas.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	65	60
Grades 3-4	74	63
Grades 4-5	63	68
Grades 5-6	68	42
Grades 6-7	62	71
Grades 7-8	64	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain an on-staff security presence. We also have closed circuit monitoring on campus to maintain a safe and highly secure campus, thus promoting a healthy learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Tammy Cline	(623) 977-0614
Transportation Policy	Dale R. Cline	(623) 977-0614
Community Resources	Tammy Cline	(623) 977-0614
School Nutrition Programs	Doris Valenzuela	(623) 977-0614
Parent Organization	Brandy Walker	(623) 977-0614
Student Health/Nurse	Doris Valenzuela	(623) 977-0614

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.